

***California  
Commission on Teacher Credentialing***

**AGENDA ITEM NUMBER:                      PREP - 3**

**COMMITTEE:** Preparation Standards Committee

**TITLE: Recommended Approval of Interagency Agreements for Policy Studies under the Title II Teacher Quality Enhancement State Grant**

## X Action

## Information

## \_\_\_\_\_Report

**Strategic Plan Goal(s):**

**Goal 1: Promote educational excellence through the preparation and certification of professional educators**

- Develop candidate and program standards that guide our local communities in the education of their children
- Develop processes for and monitor program accreditation

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**Recommended Approval of Interagency Agreements for Policy Studies  
Under the Title II Teacher Quality Enhancement State Grant**

**Professional Services Division**

**October 17, 2001**

**Executive Summary**

At its meeting of September 6, 2001, the Commission approved new Standards under SB 2042 for Elementary Subject Matter Preparation Programs and for Professional Teacher Preparation Programs. A central theme in both of these sets of Standards is ensuring that teacher candidates have the knowledge, skills, and abilities necessary to help K-12 students meet California's K-12 academic content standards. In order to ensure that California's teacher preparation programs are providing candidates with appropriate coursework and related field experiences so that candidates are well-qualified to help students meet the K-12 academic content standards, the California State University and the University of California are proposing to conduct policy studies to review the alignment of subject matter preparation with California's K-12 student academic content standards. The conduct of these types of policy studies is within the approved work plan for the Title II Teacher Quality Enhancement State Grant.

**Fiscal Impact Summary**

The resources of the Title II Teacher Quality Enhancement State Grant will be used to fund the proposed Policy Studies. No Commission funds are needed to carry out the recommended Interagency Agreements.

**Policy Issues To Be Decided**

Should the Commission approve the two Interagency Agreements to carry out Policy Studies under the Title II Teacher Quality Enhancement State Grant?

**Recommendation**

That the Commission approve the two specified Interagency Agreements to carry out Policy Studies under the Title II Teacher Quality Enhancement State Grant.



# **Recommended Approval of Interagency Agreements for Policy Studies Under the Title II Teacher Quality Enhancement State Grant**

## **Professional Services Division**

**October 17, 2001**

### **Background Information**

At its meeting of September 6, 2001, the Commission approved the adoption of new Standards of Quality and Effectiveness for Elementary Subject Matter Preparation and for Professional Teacher Preparation Programs. A central theme of both of these documents is ensuring that teacher candidates have the knowledge, skills, and abilities to help students meet the K-12 academic content standards.

Institutions providing Elementary Subject Matter Preparation programs will need to review their program content, including coursework and field experiences, against the K-12 academic content standards in order to assure the necessary alignment and congruence with the K-12 academic content standards. In developing the original Title II Teacher Quality Enhancement State Grant, the Title II Advisory Committee foresaw the need for this type of policy study to be conducted once the new Standards under SB 2042 were developed and adopted. Funding for policy studies has been allocated in the approved Title II federal budget.

Two proposals to conduct policy studies under the Title II Teacher Quality Enhancement State Grant have been presented to, and were approved, by the Title II Advisory Committee at its regularly-scheduled meeting of October 18, 2001. The two policy studies are proposed by the Chancellor's Office of the California State University, and by the President's Office of the University of California, respectively. The outcomes of both studies will be: (a) to review the alignment and congruence of the subject matter preparation provided to teacher candidates throughout both higher education systems, with particular respect to the K-12 academic content standards for students; and (b) to recommend appropriate modifications to the subject matter preparation of teacher candidates as necessary to ensure that candidates are well-prepared to help students meet California's K-12 academic content standards for students.

Copies of the two proposals are attached to this agenda report.

The amount of the Interagency Agreement with the California State University will be \$600,000 in Title II funds; the amount of the Interagency Agreement with the University of California will be \$400,000 in Title II funds.

### **Recommendation**

Staff recommends approval of the two Interagency Agreements for Policy Studies under the Title II Teacher Quality Enhancement Grant.

## **Concept Paper: CSU Implementation of Subject Matter Policy Studies Under California's Title II Teacher Quality Grant**

In 1999 the United States Department of Education awarded a Title II Teacher Quality Enhancement Grant to the State of California. As the principal sponsor of this grant, Governor Gray Davis invited the California State University (Office of the Chancellor) and other interested institutions to serve as co-sponsors and be represented on a Title II Grant Steering Committee. The Governor also invited the California Commission on Teacher Credentialing to manage the various activities to be funded by the grant. One activity in the Governor's grant application was a set of Subject Matter Policy Studies for the purpose of investigating the degree of congruence and alignment between (1) the Academic Content Standards for California Public Schools (K-12) of the State Board of Education and (2) undergraduate programs of subject matter preparation in which prospective teachers meet the State's subject matter requirement for teaching credentials.

Since the Governor received the Title II Grant for the State of California, several new developments have made the Subject Matter Policy Studies even more urgent and important than previously. The Academic Content Standards (K-12) have become the basis for (1) a comprehensive accountability system for K-12 students, teachers and schools; (2) grade-to-grade promotion and retention decisions in many schools and districts, and (3) a high school exit examination to be required for all California diplomas beginning in 2004. Even more recently, the Commission on Teacher Credentialing adopted new accreditation standards for university-based subject matter programs (K-8) that call for alignment and congruence with the Academic Content Standards beginning in 2003. Now the most urgent and important issues to be resolved by the CSU are either to demonstrate that subject matter programs for teachers *are* aligned and congruent with the Content Standards or to achieve alignment and congruence where it does not already exist.

The 21 campuses of the CSU prepare more than 60 percent of the newly-certified K-12 teachers for California schools. Of these teachers (numbering more than 10,000 per year), 57 percent meet the subject matter requirement by completing CSU programs of subject matter preparation or the equivalent. It is estimated that each annual cohort of these CSU teaching graduates serve as subject-matter teachers for 11,250 elementary students and 225,000 secondary students in only the first year of their professional careers in California schools. It can be seen that the success of many students in California's school accountability system depends very substantially on the effectiveness of subject matter preparation in the California State University.

In this context, *the CSU Office of the Chancellor hereby requests an opportunity to implement the Subject Matter Policy Studies of the Title II Teacher Quality Enhancement Grant.* The CSU would like to carry out these studies in conjunction with the CCTC, and in consultation with the members of the Title II Steering Committee. The CSU plans to investigate the congruence and alignment of two sets of programs in two phases. First, Liberal Studies Programs (K-8) and Single Subject Programs in Mathematics (7-12) will be examined during the 2001-02 academic year, which is the third year of the three-year Title II Grant. In 2002-03, the CSU will continue the effort by evaluating Single Subject Programs in English, Science, History-Social Science, Art

and Music. This element of the plan requires an extension by the United States Department of Education, which appears to be feasible.

The Office of the Chancellor is proposing to conduct these investigations on all 21 CSU campuses that prepare teachers in accredited programs. On all 21 campuses, approved subject matter programs have very large enrollments, so the planned investigations will involve large numbers of faculty and administrative staff on all 21 campuses. To accomplish the Title II Grant's objectives, the CSU plans to ask each of its campuses to examine the Academic Content Standards (K-8 and 7-12) and provide specific information about the congruence and alignment of every high-enrollment course in each program of subject matter preparation. The Chancellor will expect every department and every professor who offers such a high-enrollment course to participate in the study and provide the needed information using a standard "matrix" format to be developed by subject-matter faculty and accepted and distributed by the Chancellor's staff. The Chancellor will also ask that a syllabus for every high-enrollment course be attached to the matrix when each campus returns it to the Chancellor's Office. All CSU campuses will be asked to fulfill these data requests by February 15, 2002 and February 15, 2003 for the two sets of programs.

To initiate and oversee the data-collection process systemwide, the CSU Chancellor has appointed a 17-member Subject Matter Studies Advisory Group consisting of faculty members and academic administrators from subject matter departments, arts and sciences schools, and education schools. This Group will advise the Chancellor's Office regarding the questions to be asked, the tasks to be accomplished, and the coordination of tasks (including timelines) on the 21 campuses. Several members of this Group were selected by the Systemwide Academic Senate to represent the Senate, while other members are serving to represent campus administration and credential preparation programs. Appointment of this Group underscores the extent to which the Chancellor will pursue the planned studies with a consultative, collaborative approach.

Early in the planning phase, the Chancellor's Office staff and Subject Matter Studies Advisory Group will confer with K-12 curriculum specialists from California districts and counties who have intimate knowledge of the Content Standards for California Public Schools. These consultations will enable the Advisory Group to pose data questions that address the alignment-and-congruence issue directly.

While the Advisory Group prepares the data questions and the campuses respond to them, the Chancellor's staff will solicit contract bids from external organizations that specialize in education evaluation and research, such as WestEd, SRI, etc. Respondents to the Request for Proposals will be required to describe how they would screen, analyze, summarize and interpret the subject-specific information to be provided by the 21 CSU campuses. To make these determinations, respondents will be required to employ specialists in the California K-12 curriculum, particularly professionals who participated actively in developing and/or implementing the Content Standards in Reading-Language Arts, Mathematics, Science, History-Social Science, and the Visual and Performing Arts. The Chancellor's staff will select the most cost-effective bid; the selected contractor will have independent authority to report sound conclusions pertaining to the degree of K-12 alignment and congruence by each program in each discipline at each CSU campus.

Under the independent direction of the contractor, the K-12 curriculum specialists will examine the matrices provided by the 21 campuses, will screen the matrices in relation to the course syllabi, and will evaluate the veracity of the campus data based on the specialists' intimate knowledge of the K-12 standards. In summarizing the CSU data, the contractor will be required to report the reliability of the campus data, and to identify courses, programs and campuses that have achieved high, medium and low levels of alignment and congruence with the K-12 standards. The CSU estimates that the contractor's reports of this work could be produced by July 1, 2002 and July 1, 2003 for the two sets of programs. The reports will then be transmitted for review and evaluation by the Office of the Chancellor, the Commission on Teacher Credentialing and the other members of the Title II Grant Steering Committee.

Proposed Budget. The CSU Office of the Chancellor wishes to emphasize the collaborative nature of this request. The CSU would like to confer regularly with the Office of the Secretary for Education, the Commission on Teacher Credentialing, and the other co-sponsors of the Title II grant for the purpose of reviewing and assessing the findings and conclusions of the planned policy studies. The CSU Office of the Chancellor hereby requests an allocation of \$600,000 from the Title II Fund to the CSU to cover the necessary costs of (1) preparing 21 campuses to collect the needed data quickly and reliably, (2) managing and coordinating the large-scale data collection effort on 21 campuses, and (3) sponsoring the analytical and interpretive work of an independent contractor that employs K-12 curriculum specialists to produce valid judgments based on the campus-provided data.

Additional Activities and Associated Costs. This study is complex and will involve high numbers of individuals in the information-collection process. Each of the 21 campuses within the CSU adds to the complexity. The CSU is requesting \$400,000 for 21 campus director-liaisons. Each Director-Liaison will be responsible for working directly with the campus vice president for academic affairs, the deans of the involved schools or colleges, the coordinators of Liberal Studies Programs, the chairs of affected departments, and faculty members who are asked to provide information. The Director-Liaison's responsibilities will be to (1) explain the purpose of the study, (2) conduct meetings with participating faculty members, (3) distribute the necessary matrices and other materials, (4) insure that the tasks are completed on each campus and in each department, (5) participate in the collection of course syllabi from individual faculty members, (6) serve as a campus resource and link between the faculty, the contractor and the Chancellor's staff, and (7) conduct meetings to disseminate the findings and conclusions on the respective campuses once the results have been completely analyzed.

Involvement of Community Colleges. Cooperation with California's community colleges in the preparation of undergraduate students to become K-12 teachers is an extremely high priority for the California State University System. This commitment is based on the fact that the great majority of CSU-prepared teachers for grades K-8 complete most or all of their lower division studies in community colleges. In order to contribute to a "seamless" system of preparation, articulation and transfer of prospective teachers from two-year colleges to CSU campuses in California, it would be beneficial to include, as a pilot portion of the Subject Matter Policy Studies, two to three community colleges. At an additional cost of \$50,000 to the Title II Fund, the Office of the CSU Chancellor is prepared to work with the Office of the CCC Chancellor in an effort to identify a few local colleges to be invited voluntarily to collaborate with nearby CSU campuses (one CC paired with one CSU) in providing local data about high-enrollment courses



offered by both the CC and the CSU. Most of the additional funds would go to the participating community colleges to defray their costs of coordination and data collection. These data will then be included in the external contractor's analysis and conclusions about alignment-congruence between post-secondary content preparation and pre-collegiate teaching in California's public education system.

**UNIVERSITY OF CALIFORNIA  
SUBJECT MATTER PREPARATION PROGRAM POLICY  
STUDY FOR CALIFORNIA’S TITLE II TEACHER QUALITY  
ENHANCEMENT GRANT**

As part of the Title II Teacher Quality Enhancement State Grant, California proposed a series of policy studies related to the “quality and adequacy” of the subject matter preparation of teacher candidates. The overarching question guiding the proposed studies was,

*To what extent should the Commission change the subject matter program standards and examinations in each subject area, and for each type of teaching credential, to ensure that future teachers are well-prepared to help every student achieve the state’s K-12 Content and Performance Standards?*

In order to meet this particular goal of the Title II Grant, the University of California proposes a comprehensive review of its subject matter preparation (SMP) programs. This review, concurrent with the California State University review of its programs, is intended to inform statewide policies related to subject matter preparation as well as internal program development to ensure alignment with the state’s K-12 Content Standards.

It is clear that this review will require significant involvement of faculty in both teacher education programs as well as in the other academic disciplines. UC is committed to engaging faculty on all eight undergraduate campuses in a focused review of existing SMP programs to assess the degree of alignment with Standards. UC also views this initiative as an opportunity to identify and/or create models of SMP programs that are grounded in discipline research and pedagogical theories. Building on the Education Minor, current research, and strong undergraduate instruction, UC can make a significant contribution to addressing the critical issue of subject matter preparation for future teachers.

UC proposes a two-pronged approach to reviewing the existing SMP programs and building quality programs that are aligned with teaching and learning, K-12. UCOP will take the administrative lead in support of this alignment process. Grants will be provided to each campus to host one or more campus forums and/or provide other faculty incentives (e.g., course buy-out, mini-grants, stipends, bookstore accounts) to engage Teacher Education and discipline faculty in reviewing the quality, relevance, and alignment of existing SMP programs on their campus. This review will include a systematic assessment of all courses that are part of the approved Programs and the K-12 Content Standards. Adjustments, as needed, will be made in order to comply with the new 2042 standards for SMP programs. Discussions about Program alignment may include faculty from those local community colleges where collaborations already exist. This review process will provide campuses with an opportunity to connect research related to teaching in the content areas and the development of teacher leadership. An ancillary consequence will likely be a discussion about enhancing undergraduate instruction.

Year one will focus on a review of the multiple subjects programs. All but two of the UC undergraduate campuses currently have CTC-approved multiple subjects SMP programs. The two who do not (UCB and UCI) will explore the development of a program. Year two will focus on single subject SMP programs with an initial emphasis on mathematics. All but one campus

(UCI) currently has a CTC-approved SMP program in mathematics. Year two will provide some flexibility whereby campuses with strengths in a particular subject matter area may take the lead on behalf of the system and/or subject matter areas identified as a priority by CTC.

In addition to campus forums, UCOP will also sponsor one two-day systemwide Symposium in each year of this two-year review process for campuses to begin identifying the essential characteristics of high quality SMP programs and a process for building programs across disciplines and teacher education programs. These two critical pieces will allow UC to build research-based SMP program models. These models will hopefully speed the approval process and allow more campuses in all segments (i.e., UC, CSU, and independents) to develop high quality SMP programs. By the conclusion of the second year, UC will provide documentation of the review and any necessary realignment to meet the new standards as well as the models identified through this process.

As part of the systemwide support, UCOP will establish and staff an Advisory Committee/Working Group to help guide, support, and plan the review and documentation process. The Committee will be composed of teacher education and discipline faculty with representation from each of the eight undergraduate campuses.

#### BUDGET

Year 1:

Campus Support @ \$50,000 per campus = \$400,000

Systemwide Symposium = \$10,000

**Total 2001-02 Request = \$410,000**

Year 2:

Campus Support @ \$50,000 per campus = \$400,000

Systemwide Symposium = \$10,000

Documentation = \$5,000

**Total 2002-03 Request = \$415,000**

**TOTAL TWO YEAR REQUEST = \$825,000**

The assumption here is that each campus has some flexibility to structure the review process in ways that make the most sense for the local context. However, the Advisory Committee/Working Group will provide the leadership to ensure a consistent and rigorous process as well as cull out the characteristics essential to a high-quality SMP model program. In addition, during year two, if there are budget constraints to reviewing all single subject programs, campuses may choose to take the lead in one content area using the Systemwide Symposium to share findings. This will allow us to maximize the Title II funds as well as build on the strengths of each campus.

Throughout this two-year review process UC will report to the Title II Steering Committee on the progress. In addition, appropriate CSU, CTC, Governor's Secretary of Education Office, K-12 and Independent Colleges and Universities representatives will be invited to participate in the Systemwide Symposia.

UCOP SYSTEMWIDE COORDINATOR AND CONTACT:

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